

Gymnastics (All statements are the expected standard by the end of the year stated. Skills / Knowledge may be introduced and acquired before the expected year depending on the ability of individual children.)						
National Curriculum Aims	EYFS		KS1		KS2	
	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.		Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.		Develop flexibility, strength, technique, control and balance.	
	Experiments with different ways of moving. Jumps off an object and lands appropriately.				Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
	Travels with confidence and skill around, under, over and through balancing and climbing equipment.					
Skills Development						
Reception	Y1	Y2	Y3	Y4	Y5	Y6
Create a short sequence of movements.	Create and perform a movement sequence.	Copy, explore and remember actions and movements to create their own sequence.	Choose ideas to compose a movement sequence independently and with others.	Create a sequence of actions that fit a theme.	Select ideas to compose specific sequences of movements, shapes and balances.	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
Roll in different ways with control.	Copy actions and movement sequences with a beginning, middle and end.	Link actions to make a sequence.	Link combinations of actions with increasing confidence, including changes of direction, speed or level.	Use an increasing range of actions, directions and levels in their sequences.	Adapt their sequences to fit new criteria or suggestions.	
Travel in different ways.	Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide).	Travel in a variety of ways, including rolling.	Develop the quality of their actions, shapes and balances.	Move with clarity, fluency and expression.	Perform jumps, shapes and balances fluently and with control.	Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
Stretch in different ways.	Travel in different ways, changing direction and speed.	Hold a still shape whilst balancing on different points of the body.	Move with coordination, control and care.	Show changes of direction, speed and level during a performance.	Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.	Confidently use equipment to vault and incorporate this into sequences.
Jump in a range of ways from one space to another with control.	Hold still shapes and simple balances.	Jump in a variety of ways and land with increasing control and balance.	Use turns whilst travelling in a variety of ways.	Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances.		
Begin to balance with control.	Carry out simple stretches.	Climb onto and jump off the equipment safely.	Use a range of jumps in their sequences.	Use equipment to vault in a variety of ways.	Confidently use equipment to vault in a variety of ways.	Apply skills and techniques consistently, showing precision and control.
Move around, under, over, and through different objects and equipment.	Carry out a range of simple jumps, landing safely.	Move with increasing control and care.	Begin to use equipment to vault.	Carry out balances, recognising the position of their centre of gravity and how this affects the balance.	Apply skills and techniques consistently.	Develop strength, technique and flexibility throughout performances.
	Move around, under, over, and through different objects and equipment.		Create interesting body shapes while holding balances with control and confidence.	Begin to develop good technique when travelling, balancing and using equipment.	Develop strength, technique and flexibility throughout performances.	
	Begin to move with control and care		Begin to show flexibility in movements.	Develop strength, technique and flexibility throughout performances.	Combine equipment with movement to create sequences.	

Health and Fitness						
Reception	Y1	Y2	Y3	Y4	Y5	Y6
Describe how the body feels when still and when exercising	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Rolls, Jumps and Balances Development						
Reception	Y1	Y2	Y3	Y4	Y5	Y6
Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll Straight jump Tuck jump Jumping Jack Half turn jump Bunny hop Standing balances	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Straight jump Tuck jump Jumping jack Half turn jump Cat spring Bunny hop Front support wheelbarrow with partner Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap Handstand Lunge into handstand Cartwheel Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	Crouched forward roll Forward roll from standing Tucked backward roll Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap Handstand Lunge into handstand Cartwheel Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Lunge into handstand Lunge into cartwheel 1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap Lunge into handstand Lunge into cartwheel Lunge into round-off 1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off 1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support

Travelling & Linking Actions						
Reception	Y1	Y2	Y3	Y4	Y5	Y6
Tiptoe, step, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Galoping	Tiptoe, step, jump and hop Hopscotch Skipping Galoping Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot

Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table						
Reception	Y1	Y2	Y3	Y4	Y5	Y6
	Straight jump off springboard	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault

Performance						
Reception	Y1	Y2	Y3	Y4	Y5	Y6
Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination.	Perform sequences of their own composition with coordination.	Develop the quality of the actions in their performances.	Perform and create sequences with fluency and expression.	Perform own longer, more complex sequences in time to music.	Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.
Participate in simple games.	Begin to perform learnt skills with some control.	Perform learnt skills with increasing control.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy.	Consistently perform and apply skills and techniques with accuracy and control.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.